# Course-based Embedded Hours Internship Log – EDLD 5363 Video Technology and Multimedia

| Course Number: | Course Name: | Course-based Embedded Hours (see Appendix I) |
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| **5363** | **Video Technology and Multimedia** | **15** |

| Description of the Assignment/Performance Tasks (see Appendix I) | **Create a video podcast for parents and community partners. Capture and integrate sound, video, and digital images; create RSS feeds; and publish the final product on the web. Use short teacher and student interviews to focus on 21st century technology for engagement and achievement.** |
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| • The knowledge you gained from the assignment. (2 points)<br>• The relation of new information to Technology Facilitator Standards and Performance Indicators (2 points).<br>• The relation of information gained to personal experience. (2 points)<br>• Discussion at a critical level, not just recitation of facts. Discussion at a critical level means discussing things such as your opinion of the reading or experience, why you hold that onion, what you see wrong with the reading or experience, how you see the reading or experience is consistent or inconsistent with what you have learned so far, implications for the future, (4 )<br>• insights into the patterns of interactions of colleagues.(2 points)<br>• group processes including: who had power, authority, or influence; who was participating and who was not, who was not included, how did you or another leader draw the silent participants out; was there confrontation, conflict, consensus, agreement, hurt feelings? (2 points)<br>• notations addressing the affective or feeling tone evident, concerns you noticed. (2 points)<br>• questions you have that you should research or about which you can seek expert advice from your campus-based supervisor or your professor. (2 points)<br>• Issues that puzzle you. (2 points)<br><br>(Minimum of 250 Words) | The requirements for this course were to create a video with my own choice of software and then create a video with a group of fellow classmates. I gained a tremendous amount of knowledge about video editing and the programs available to use. I really had no idea that it could be so simple. I always felt it was a complicated process that only video editors could be involved with. However, using Windows Movie Maker, I found it to be easy and a little fun. I was able to edit the film clips to fit the space I needed and even edit them/manipulate them to fit into the songs I included at just the right time. It was fun to create those types of effects. I believe that in the future I would like to create videos like this for my students and perhaps show them the very basics of how to create their own (they are 5 years old after all).<br><br>For the group project part of this course, I found the atmosphere different. It was not a bad experience at all. It was just more of a collaborative, professional environment. My fellow video cohorts were quite the pros at movie and sound editing. I felt a little out of my league when working with them and opted to do parts of the project that were not that technical. I felt completely overshadowed and did not want to ruin the project with my lack of expertise. The video came out fine in the end and I was very proud of our work. We put together a video about copyright invasion and the implications of it. It had a great message and if put together professionally, could be used for a commercial one day. (At least, that's what I think.)<br><br>All in all I found the class very rewarding and liked learning new programs. It led me to wonder why our 3rd grade GT students were not utilizing something of this nature to create videos and such for our campus. I do not believe technology is just for GT, but I do believe simply using it has to start somewhere. Our GT program is headed by a teacher that heavily into technology and would be great at teaching our students how to maneuver this program. Perhaps I could teach an after school workshop on how to use the program and integrate it into a project in the classroom? |